

Project Title	Funding	Strategic Plan Objective	Institution
Increasing variability in play in children with autism	\$0	Q4.S.C	New England Center for Children (NECC)
An evaluation of outcomes for brief and extended response restriction preference assessments	\$0	Q4.S.C	New England Center for Children (NECC)
Use of a visual imagining procedure to teach remembering	\$0	Q4.S.C	New England Center for Children (NECC)
An evaluation of behavior sampling procedures for event recording	\$0	Q4.S.C	New England Center for Children (NECC)
Prosodic and pragmatic training in highly verbal children with autism	\$0	Q4.Other	Harvard University
Sleep education program for adolescents with autism spectrum disorders	\$0	Q4.S.A	Vanderbilt University
Growing Up Aware: A parent-based sexuality intervention for children with autism spectrum disorders	\$0	Q4.S.H	Columbia University
Evaluation of a comprehensive community-based intervention for toddlers with ASD	\$0	Q4.S.D	University of Oklahoma Health Sciences Center
Efficacy of a parent-mediated intervention for one-year-olds at risk for autism	\$0	Q4.L.D	University of North Carolina
Handheld Technology for Speech Development in Students with Autism spectrum Disorders	\$0	Q4.L.D	HandHold Adaptive, LLC
Improving Cost Effectiveness Through Parent Training	\$0	Q4.L.D	Center for Autism and Related Disorders (CARD)
Evaluation of group-based implementation of applied behavior analysis	\$0	Q4.L.D	Center for Autism and Related Disorders (CARD)
Using Growth Trajectories To Predict Distal Outcomes in Parent-Implemented Intervention for Toddlers	\$0	Q4.L.D	Florida State University
Strengthening the effects of parent-implemented early intervention to improve symptoms of ASD	\$0	Q4.S.D	University of Washington
Cognitive behavioral therapy for core autism symptoms in school-age children	\$0	Q4.L.D	University of California, Los Angeles
Effects of self-generated experiences on social cognitive development in young children with autism	\$0	Q4.S.F	Kennedy Krieger Institute
Behavioral and neural underpinnings of learning in autism predict response to intervention	\$0	Q4.S.F	Weill Cornell Medical College
Training Community Providers to Implement an Evidence-Based Early Intervention Program	\$0	Q4.Other	University of California, Davis
Undergraduate Research Award	\$0	Q4.L.D	University of Notre Dame
Durability of Neuroplasticity Changes from Cognitive Enhancement Therapy	\$0	Q4.S.C	University of Pittsburgh
Clinical Trial of a Comprehensive Treatment for High-Functioning Children with ASD	\$0	Q4.S.F	Canisius College
Tailored behavioral intervention for insomnia in children with autism spectrum disorders	\$0	Q4.S.H	University of Pennsylvania
Identifying markers for treatment response to cognitive training in autism spectrum disorders	\$0	Q4.S.F	University of California, Davis

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A randomized clinical trial of cognitive enhancement therapy for adults with autism spectrum disorders	\$0	Q4.S.F	University of Pittsburgh
Efficacy of the Direct Instruction Language for Learning Program to Promote Expressive and Receptive Language in Children with Autism Spectrum Disorder	\$0	Q4.S.C	Emory University
Comparing the effects of DRO & DRL schedules on problem behavior	\$1,680	Q4.S.H	New England Center for Children (NECC)
Evaluating the use of alternative reinforcers and a work contingency for problem behavior maintained by tangible reinforcement	\$1,680	Q4.S.H	New England Center for Children (NECC)
Use of a multiple schedule to treat perseverative behavior	\$1,680	Q4.Other	New England Center for Children (NECC)
Strategies to increase cooperation during transitions: A evaluation of student preference	\$1,795	Q4.L.D	New England Center for Children (NECC)
Using matrix training to promote generalization of waiting	\$1,795	Q4.S.C	New England Center for Children (NECC)
Using matrix training to promote generalization of foundational skills	\$1,795	Q4.S.C	New England Center for Children (NECC)
Multiple Mands and the Resurgence of Behavior	\$1,795	Q4.S.C	New England Center for Children (NECC)
Contingency analysis of observing and attending in intellectual disabilities	\$1,795	Q4.S.C	New England Center for Children (NECC)
Teaching a generalized repertoire of helping	\$1,795	Q4.S.C	New England Center for Children (NECC)
Preference for precommitment choice in children with autism	\$1,795	Q4.S.C	New England Center for Children (NECC)
A parametric analysis of the effect of procedural integrity errors in delivering reinforcement on skill activities	\$2,297	Q4.S.C	New England Center for Children (NECC)
Comparison of DRA and DNRA as Treatment for Problem Behavior Maintained by Escape from Social Demands	\$2,297	Q4.S.H	New England Center for Children (NECC)
A comparison of BST and enhanced instruction training for conducting reinforcer assessments	\$2,297	Q4.Other	New England Center for Children (NECC)
Teaching social referencing to children with autism spectrum disorders	\$3,161	Q4.S.D	New England Center for Children (NECC)
Using the Early Skills Assessment Tool to Evaluate Outcomes in Children with Autism Spectrum Disorders	\$3,161	Q4.S.D	New England Center for Children (NECC)
Stimulus control of stereotypy	\$3,315	Q4.S.C	New England Center for Children (NECC)
Identifying effective procedures for reducing arranging & ordering behaviors	\$4,935	Q4.S.C	New England Center for Children (NECC)
A Comparison of Differential Reinforcement Schedules to Reduce Automatically Maintained Stereotypy	\$4,935	Q4.S.C	New England Center for Children (NECC)
Assessing the utility of a transfer trial procedure for promoting skill acquisition	\$4,935	Q4.S.C	New England Center for Children (NECC)

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Effects of negative reinforcer value manipulations without extinction on escape-maintained problem behavior	\$4,935	Q4.S.H	New England Center for Children (NECC)
An evaluation of procedures for decreasing automatically reinforced problem behavior	\$4,935	Q4.S.H	New England Center for Children (NECC)
Identifying reinforcers for use in the treatment of automatically reinforced behavior	\$4,935	Q4.S.C	New England Center for Children (NECC)
Functional analysis & treatment of immediate echolalia	\$4,935	Q4.S.C	New England Center for Children (NECC)
A comparison of the effects of indirect assessments and demand assessments on functional analysis outcomes	\$4,935	Q4.S.C	New England Center for Children (NECC)
Identifying potential positive reinforcement contingencies during the functional analysis escape condition	\$4,935	Q4.S.C	New England Center for Children (NECC)
Increasing adherence to medical examinations for individuals with autism	\$4,935	Q4.S.H	New England Center for Children (NECC)
Using Experience Sampling to Evaluate the Effects of Social Skills Treatment	\$5,000	Q4.S.C	Perelman School of Medicine at University of Pennsylvania
Teaching Verbal Behavior: A Response Prompt Evaluation	\$5,335	Q4.S.C	New England Center for Children (NECC)
Teaching complex skills using observational learning with video modeling to children diagnosed with autism	\$5,335	Q4.S.C	New England Center for Children (NECC)
A behavioral analysis of anxiety in children with autism	\$5,335	Q4.S.A	New England Center for Children (NECC)
Functional Analysis & Treatment Evaluation of Problem Behavior during Transitions	\$5,335	Q4.S.C	New England Center for Children (NECC)
Teaching social initiations via direct instruction and preferred social consequences	\$5,335	Q4.S.C	New England Center for Children (NECC)
The Effects of Varying Procedural Integrity	\$5,335	Q4.S.C	New England Center for Children (NECC)
Training DRA in different contexts to lower resistance to extinction of disruptive behavior	\$5,335	Q4.S.C	New England Center for Children (NECC)
Comparison of momentary time sampling methods within a practical setting	\$5,335	Q4.S.C	New England Center for Children (NECC)
From Public to Private Masturbation: An Assessment of Redirection Procedures & Discrimination Training	\$5,335	Q4.S.C	New England Center for Children (NECC)
A Functional Analysis of Joint Attention	\$5,335	Q4.S.C	New England Center for Children (NECC)
Generalization of a pager prompt to reduce rapid eating	\$5,335	Q4.S.H	New England Center for Children (NECC)
Getting to know siblings of youth with autism spectrum disorders,: A model of risk and resilience	\$5,400	Q4.L.B	State University New York, Stony Brook
Evaluating the effects of motivating operations on preference assessment & reinforcer assessment outcomes	\$5,641	Q4.S.C	New England Center for Children (NECC)
Evaluating the effects of isolated reinforcers on skill acquisition	\$5,641	Q4.S.C	New England Center for Children (NECC)

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Comparing the value of a token to that of its most potent backup	\$5,780	Q4.S.C	New England Center for Children (NECC)
Determining reinforcer efficacy using demand curves& progressive ratio break points	\$5,780	Q4.S.C	New England Center for Children (NECC)
A peer-facilitated, multi-component social skills intervention for adolescents with ASD	\$9,759	Q4.L.D	University of California, Santa Barbara
An evaluation of a behaviorally based social skills group for young children diagnosed with autism	\$10,000	Q4.L.D	Autism Partnership Foundation
An evaluation of two emergency procedures to treat severe escape behavior	\$29,500	Q4.S.H	University of Florida
Teaching Tolerance to Delays in Reinforcement to Children with Autism and Language Delays	\$30,000	Q4.S.D	Old Dominion University
Parent training to reduce the elopement of children with ASD at home and in the community	\$30,625	Q4.S.H	University of Rochester
Psychiatric Crisis among Youth and Transition-age Adults with Autism Spectrum Disorder	\$37,460	Q4.S.H	HUGO W. MOSER RES INST KENNEDY KRIEGER
Evaluation of the START Crisis Prevention and Intervention Program	\$43,120	Q4.L.D	Johns Hopkins University
Efficacy of Parent-Child Interaction Therapy with ASD	\$49,214	Q4.S.C	University of Pittsburgh
The use of eye-tracking as an outcome measure for an innovative early social intervention for ASD	\$50,064	Q4.Other	University of California, Santa Barbara
Studying and Improving Social Learning in Toddlers with ASD Using Interactive Eye Tracking	\$54,352	Q4.Other	Yale University
A feasibility study for prevention and safety training for children with autism	\$76,415	Q4.S.H	Emory University
Which placement for which child? Moderators of outcome in an urban early intervention system	\$93,889	Q4.L.D	University of Pennsylvania
Brain Imaging Markers of Response to Intervention in Toddlers with Autism	\$120,482	Q4.S.F	University of Minnesota
2/3 Treatment of Anxiety in Autism Spectrum Disorder	\$154,769	Q4.S.A	UNIVERSITY OF SOUTH FLORIDA
SBIR Phase I: Using Data Mining to Optimally Customize Therapy for Individuals with Autism	\$169,999	Q4.Other	Guiding Technologies Corporation
Pilot Study to Improve Access to Early Intervention for Autism in Africa	\$183,599	Q4.L.D	Duke University
Modifiable Behavior & Dietary Predictors of Overweight in Children with ASD	\$184,229	Q4.S.H	University of Kansas
3/3 Treatment of anxiety in autism spectrum disorder	\$185,444	Q4.S.A	Temple University
Pivotal Response Treatment Package for Young Children with Autism	\$198,618	Q4.S.C	STANFORD UNIVERSITY
Parents Taking Action: A Parent Training Intervention for Latino Immigrant Families	\$199,916	Q4.L.D	University of Illinois

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1/2 Treatment of Feeding Problems in Children with Autism	\$205,163	Q4.S.A	UNIVERSITY OF FLORIDA
1/3 Treatment of Anxiety in Autism Spectrum Disorder	\$218,092	Q4.S.A	University of California, Los Angeles
2/2-Treatment of Feeding Problems in Children with Autism	\$230,250	Q4.S.A	University of Rochester
Peers, play and performance to improve social interaction in autism	\$235,500	Q4.Other	Vanderbilt University
Strengthening the effects of parent-implemented early intervention to improve symptoms of ASD	\$254,491	Q4.S.D	University of California, Davis
Targeting joint engagement in infants at risk for ASD: Integrating treatment wit	\$281,397	Q4.L.B	University of California, Los Angeles
Parent Mediated Interventions in Autism: The Search for Meaningful Outcomes	\$291,096	Q4.L.D	University of Colorado, Denver
Comprehensive Communication Intervention for Minimally Verbal Children with Autism	\$299,068	Q4.S.G	Vanderbilt University
Peer-Mediated AAC Intervention for Children with Autism: Effects on Communication	\$305,400	Q4.S.G	University of Kansas
Comparative Effectiveness of Therapies for Children with Autism Spectrum Disorders (PCORTF 13.8)	\$380,000	Q4.L.D	Vanderbilt EPC
Treatment of Autism Symptoms in Children (TASC): Initial RCT with Active Control	\$385,000	Q4.Other	University of California, Los Angeles
Adapting an Evidence-Based Program for Infants and Toddlers at High Risk for Autism	\$410,911	Q4.L.D	University of California, San Diego
Evaluating the efficacy of the school-based Social Competence Intervention for Adolescents (SCI-A) with high functioning autism	\$503,866	Q4.L.D	University of Missouri
Changing developmental trajectories through early treatment	\$524,795	Q4.L.D	Emory University
Efficacy of Parent-implemented Treatment in Infant Siblings of Children With ASD	\$643,729	Q4.L.B	Vanderbilt University
Project DATA: A multisite evaluation of a school-based model for preschoolers with autism	\$650,000	Q4.S.D	University of Oklahoma Health Sciences Center
Cognitive Enhancement Therapy for Adult Autism Spectrum Disorder	\$730,393	Q4.S.F	University of Pittsburgh
The role of parent phenotype in parent-mediated language interventions for autism	\$757,019	Q4.L.D	Northwestern University
Joint attention mediated learning intervention for toddlers with autism spectrum disorders and their families	\$889,819	Q4.S.D	Indiana University
An Efficacy Trial of J-EMT: Enhanced Milieu Teaching Language Intervention plus Joint Attention, Engagement and Regulation Intervention for Toddlers with Autism	\$932,681	Q4.S.D	Vanderbilt University

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Autism Intervention Research Network on Behavioral Health (AIR-B network)	\$1,999,997	Q4.S.D	University of California, Los Angeles
Adaptive Interventions for Minimally Verbal Children with ASD in the Community	\$2,553,473	Q4.S.G	University of California, Los Angeles
Intervention effects of intensity and delivery style for toddlers with ASD	\$2,594,565	Q4.S.D	University of California, Davis

